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ABSTRACT

Despite frequent calls for increased collaboration among teachers, very little is known about what this means for real educators in real schools. This book offers textured portraits of four collaborations (each containing at least one English-language arts teacher), tracing complex connections across school culture, pedagogic innovation, and teachers' lived experience. All four sites studied in the book are in the midwestern United States, and the data collection process took 18 months. The book discusses the demands of the public school workplace and the challenges and benefits of collaboration, providing valuable insights for preparing the next generation of teachers for collaborative activity. Its portraits of teachers will help practitioners to contemplate this recent school-reform push as it relates to other issues and pressures in their professional lives. The book explores the kinds of conditions that best support collaboration and proposes new ways of thinking about the relationship between teachers' joint work and school culture. (Contains approximately 180 references.) (NKA)

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